



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 11551403
SAU: South Portland School Dept
School: Daniel F. Mahoney Middle Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

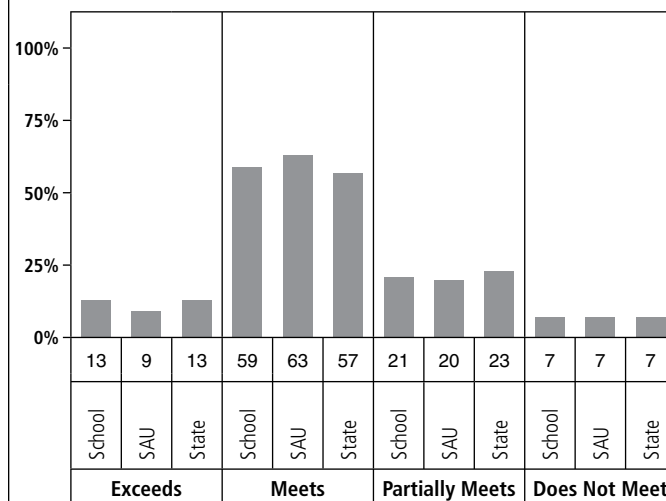
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: South Portland School Dept
School: Daniel F. Mahoney Middle Sch

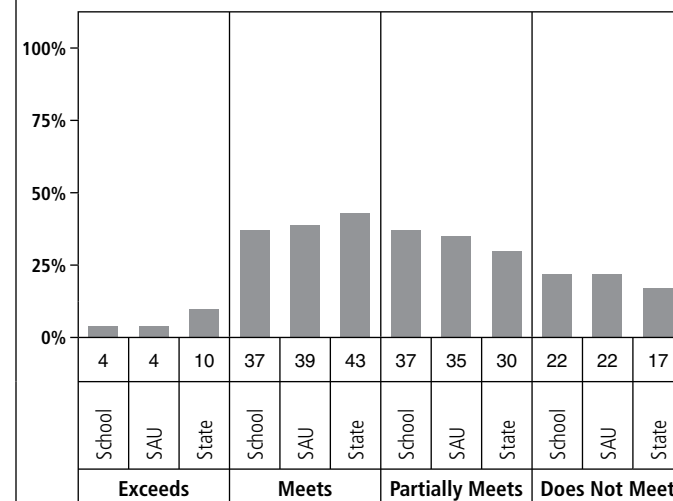
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	645	644	644
2006–2007	648	648	646
2007–2008	649	648	648
Cum. Avg. *	647	647	646
Mathematics			
2005–2006	642	640	641
2006–2007	642	643	643
2007–2008	638	637	642
Cum. Avg. *	641	640	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: South Portland School Dept
 School: Daniel F. Mahoney Middle Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	107	100	237	100	14365	100	107	100	236	100	14266	99	106	99	235	100	14268	99												
Ethnicity African American/Black	5	5	9	4	418	3	5	100	9	100	407	97	5	100	9	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	9	8	17	7	249	2	9	100	17	100	249	100	8	89	16	94	248	100												
Hispanic	3	3	5	2	149	1	3	100	5	100	147	99	3	100	5	100	147	99												
Caucasian/White	90	84	206	87	13438	94	90	100	205	100	13353	100	90	100	205	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	16	15	37	16	2518	18	16	100	37	100	2479	99	16	100	37	100	2479	99												
Current LEP	9	8	16	7	349	2	9	100	16	100	339	97	8	89	15	94	344	99												
Economically disadvantaged	36	34	77	32	5335	37	36	100	77	100	5277	99	35	97	76	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	86	80	194	82	11613	81	86	80	194	82	11626	81												
Identified disability (PET/IEP)	2	2	4	2	373	3	2	2	4	2	373	3												
LEP	0	0	7	4	187	2	0	0	7	4	187	2												
504 plan	1	1	3	2	149	1	1	1	3	2	150	1												
Participation with accommodations	19	18	39	16	2451	17	19	18	39	16	2446	17												
Identified disability (PET/IEP)	13	68	31	79	1909	78	13	68	31	79	1910	78												
LEP	7	37	7	18	142	6	7	37	7	18	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	2	5	350	14	0	0	2	5	335	14												
Participation through alternate assessment (PAAP)	1	1	2	1	197	1	1	1	2	1	196	1												
Identified disability (PET/IEP)	1	100	2	100	197	100	1	100	2	100	196	100												
LEP	1	100	1	50	5	3	1	100	1	50	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	1	1	1	0	5	0																		
Approved non-participation – special consideration	0	0	1	0	24	0	0	0	1	0	24	0												
Non-participation – other	0	0	0	0	75	1	1	1	1	0	73	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: South Portland School Dept
School: Daniel F. Mahoney Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	9	9	17	8	1176	8
	2006-2007	7	7	15	7	1132	8
	2007-2008	14	13	22	9	1817	13
	Cum. Total*	30	10	54	8	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	53	54	111	50	7612	51
	2006-2007	65	61	135	62	8127	57
	2007-2008	62	59	147	63	8072	57
	Cum. Total*	180	58	393	58	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	29	30	71	32	4080	27
	2006-2007	27	25	54	25	3549	25
	2007-2008	22	21	47	20	3194	23
	Cum. Total*	78	25	172	26	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	7	7	24	11	2005	13
	2006-2007	7	7	13	6	1478	10
	2007-2008	7	7	17	7	981	7
	Cum. Total*	21	7	54	8	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.4	59.6	32.8	58.6	32.7	58.4
Literary Text	28	50	16.6	59.3	16.3	58.2	16.3	58.2
Informational Text	28	50	16.8	60.0	16.5	58.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: South Portland School Dept
 School: Daniel F. Mahoney Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	105	14	13	62	59	22	21	7	7	649	233	9	63	20	7	648	14064	13	57	23	7	648
Ethnicity																						
African American/Black	4										8	0	38	38	25	640	399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	8	1	13	4	50	2	25	1	13	648	16	13	56	25	6	648	247	16	60	20	4	650
Hispanic	3										5	0	60	40	0	645	145	8	45	34	14	643
Caucasian/White	90	13	14	57	63	16	18	4	4	650	204	10	65	19	7	648	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	5	33	4	27	6	40	635	35	0	29	34	37	635	2282	2	29	42	27	636
No	90	14	16	57	63	18	20	1	1	651	198	11	69	18	2	650	11782	15	63	19	3	650
Current LEP																						
Yes	7	0	0	1	14	4	57	2	29	634	14	0	43	43	14	641	329	4	44	30	22	640
No	98	14	14	61	62	18	18	5	5	650	219	10	64	19	7	648	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	35	2	6	14	40	12	34	7	20	640	76	7	45	33	16	642	5153	6	51	31	12	643
No	70	12	17	48	69	10	14	0	0	653	157	11	72	14	3	651	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	105	14	13	62	59	22	21	7	7	649	233	9	63	20	7	648	14057	13	57	23	7	648
Gender																						
Female	47	8	17	29	62	10	21	0	0	652	107	12	66	21	1	651	6967	16	59	20	5	650
Male	58	6	10	33	57	12	21	7	12	646	126	7	60	20	13	645	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						1186	6	41	42	11	642
No	104	14	13	61	59	22	21	7	7	649	232	9	63	20	7	648	12878	14	59	21	7	648
Gifted/talented program																						
Yes	11	7	64	4	36	0	0	0	0	668	16	56	38	6	0	665	557	50	48	2	0	661
No	94	7	7	58	62	22	23	7	7	647	217	6	65	21	8	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: South Portland School Dept
 School: Daniel F. Mahoney Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	1	14	0	0	5	71	1	14	638	6	8	8	54	31	636	6	7	43	30	20	641
B. less than one hour	50	8	15	32	60	8	15	5	9	648	50	9	64	19	8	648	56	13	58	23	6	648
C. one to two hours	39	4	10	28	68	8	20	1	2	651	41	9	68	18	4	649	34	15	60	20	5	649
D. more than two hours	4	1	25	2	50	1	25	0	0	653	3	13	75	13	0	652	3	9	46	29	16	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	3	11	18	64	5	18	2	7	647	37	8	67	18	7	647	40	17	60	19	5	650
B. They match some of what I have learned.	60	10	16	40	63	10	16	3	5	651	54	11	64	18	6	649	48	12	59	23	6	648
C. They match just a little of what I have learned.	7	1	14	2	29	4	57	0	0	646	6	8	38	46	8	643	9	7	45	34	15	643
D. There is no match.	7	0	0	2	29	3	43	2	29	637	4	0	44	33	22	641	3	3	31	37	29	637
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	11	32	19	56	4	12	0	0	657	30	20	59	16	4	652	28	26	58	11	4	653
B. good	54	3	5	37	66	13	23	3	5	647	55	6	69	21	4	648	54	9	61	24	6	647
C. fair	13	0	0	5	38	5	38	3	23	640	13	3	40	30	27	640	16	3	48	37	13	642
D. poor	1	0	0	0	0	0	0	1	100	604	2	0	75	0	25	638	2	1	37	39	23	637
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	20	2	10	8	38	6	29	5	24	642	16	6	42	31	22	642	15	10	48	27	15	644
B. about the same as my regular schoolwork	57	7	12	37	63	13	22	2	3	650	66	9	66	20	6	649	66	13	59	22	5	649
C. easier than my regular schoolwork	23	5	21	16	67	3	13	0	0	653	19	16	70	14	0	650	18	15	58	20	7	649
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	1	7	5	36	2	14	6	43	636	11	4	36	20	40	637	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	46	3	6	29	60	15	31	1	2	647	53	5	63	26	6	646	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	40	10	24	27	64	5	12	0	0	655	37	18	70	12	0	653	36	21	60	15	4	652
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	7	14	29	59	8	16	5	10	649	46	9	64	16	10	648	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	50	5	9	32	60	14	26	2	4	648	50	8	64	23	5	648	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	3	2	67	1	33	0	0	0	0	661	4	33	33	33	0	651	3	5	46	30	20	641
How much time do you spend reading at home each day?																						
A. more than one hour	15	5	31	9	56	2	13	0	0	657	14	21	55	24	0	653	19	19	58	17	6	651
B. 20 minutes to an hour	50	8	15	32	60	9	17	4	8	649	49	12	65	16	8	648	51	15	60	20	5	649
C. less than 20 minutes	10	0	0	6	60	4	40	0	0	645	13	0	63	33	3	645	12	9	56	26	9	646
D. I rarely read at home.	25	1	4	15	58	7	27	3	12	645	24	4	64	20	13	645	18	4	50	34	13	643
Optional school/SAU question																						
A.	0										33	0	67	33	0	648						
B.	100	0	0	1	100	0	0	0	0	642	56	0	40	40	20	634						
C.	0										11	0	0	0	100	614						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: South Portland School Dept
School: Daniel F. Mahoney Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	9	9	19	9	1463	10
	2006-2007	12	11	24	11	2092	15
	2007-2008	4	4	9	4	1474	10
	Cum. Total*	25	8	52	8	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	36	37	79	36	5914	40
	2006-2007	43	41	95	44	5731	40
	2007-2008	39	37	91	39	6008	43
	Cum. Total*	118	38	265	39	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	36	37	83	37	4494	30
	2006-2007	33	31	67	31	4175	29
	2007-2008	39	37	82	35	4244	30
	Cum. Total*	108	35	232	35	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	16	16	41	18	3014	20
	2006-2007	18	17	31	14	2308	16
	2007-2008	23	22	51	22	2346	17
	Cum. Total*	57	19	123	18	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	7.7	40.5	8.5	44.7	9.6	50.5
Cluster 2: Shape and Size	15	27	7.0	46.7	6.8	45.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.3	61.4	4.0	57.1	4.2	60.0
Cluster 4: Patterns	15	27	7.2	48.0	6.9	46.0	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: South Portland School Dept
 School: Daniel F. Mahoney Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	105	4	4	39	37	39	37	23	22	638	233	4	39	35	22	637	14072	10	43	30	17	642
Ethnicity																						
African American/Black	4										8	0	13	25	63	626	409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	8	0	0	5	63	1	13	2	25	639	16	0	50	25	25	637	247	13	50	25	13	646
Hispanic	3										5	0	0	40	60	629	145	9	32	34	25	638
Caucasian/White	90	4	4	34	38	38	42	14	16	639	204	4	40	36	19	638	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	3	20	6	40	6	40	629	35	3	9	31	57	624	2283	2	18	31	49	627
No	90	4	4	36	40	33	37	17	19	639	198	4	44	36	16	640	11789	12	48	30	10	645
Current LEP																						
Yes	7	0	0	0	0	1	14	6	86	622	14	0	14	29	57	629	339	5	22	32	41	631
No	98	4	4	39	40	38	39	17	17	639	219	4	41	36	20	638	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	35	1	3	6	17	13	37	15	43	630	76	3	24	34	39	631	5160	4	34	36	26	636
No	70	3	4	33	47	26	37	8	11	641	157	4	46	36	13	640	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	105	4	4	39	37	39	37	23	22	638	233	4	39	35	22	637	14065	10	43	30	17	642
Gender																						
Female	47	0	0	18	38	20	43	9	19	637	107	3	42	35	21	638	6974	10	43	31	16	642
Male	58	4	7	21	36	19	33	14	24	638	126	5	37	36	23	637	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						1192	4	23	43	30	634
No	104	4	4	39	38	39	38	22	21	638	232	4	39	35	22	638	12880	11	44	29	15	643
Gifted/talented program																						
Yes	11	3	27	7	64	1	9	0	0	655	16	31	63	6	0	656	557	53	42	4	0	663
No	94	1	1	32	34	38	40	23	24	636	217	2	37	37	24	636	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: South Portland School Dept
 School: Daniel F. Mahoney Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	1	14	0	0	5	71	1	14	635	6	8	0	46	46	626	6	6	33	31	31	635
B. less than one hour	50	2	4	22	42	16	30	13	25	638	50	4	43	34	19	639	56	11	43	30	16	643
C. one to two hours	39	1	2	15	37	17	41	8	20	637	41	3	39	37	21	638	34	11	45	30	14	644
D. more than two hours	4	0	0	2	50	1	25	1	25	638	3	0	50	25	25	637	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	34	0	0	15	42	14	39	7	19	638	37	5	44	33	19	639	45	14	47	28	11	646
B. They match some of what I have learned.	49	1	2	20	39	17	33	13	25	636	47	2	40	35	23	637	43	8	43	33	17	641
C. They match just a little of what I have learned.	10	2	20	3	30	5	50	0	0	647	12	7	33	41	19	639	9	6	30	33	32	635
D. There is no match.	8	1	13	1	13	3	38	3	38	634	4	10	10	40	40	631	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	3	9	18	55	9	27	3	9	646	31	10	56	25	10	645	29	24	51	17	8	651
B. good	47	1	2	15	31	23	47	10	20	636	48	2	35	41	22	636	48	6	45	33	16	641
C. fair	21	0	0	6	27	7	32	9	41	630	18	0	27	39	34	632	19	1	29	42	28	634
D. poor	1	0	0	0	0	0	0	1	100	604	3	0	0	33	67	620	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	35	0	0	13	36	12	33	11	31	633	33	0	39	34	26	635	24	5	38	33	24	638
B. about the same as my regular schoolwork	50	1	2	21	40	19	37	11	21	638	53	4	39	34	23	637	62	9	45	31	14	643
C. easier than my regular schoolwork	15	3	20	5	33	6	40	1	7	648	13	13	42	39	6	644	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	2	4	18	38	18	38	9	19	639	45	5	38	35	22	639	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	50	2	4	19	37	19	37	12	23	636	51	3	40	36	20	637	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	50	1	25	1	25	643	3	0	50	25	25	639	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	21	0	0	4	18	8	36	10	45	629	20	2	28	35	35	633	17	8	39	30	22	639
B. two or three days a week	28	2	7	8	28	14	48	5	17	638	32	5	31	38	26	636	34	11	44	31	14	643
C. two or three times each month	24	2	8	11	44	6	24	6	24	639	28	6	47	30	17	640	31	12	44	29	15	644
D. never or almost never	28	0	0	16	55	11	38	2	7	642	20	0	52	39	9	642	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	35	0	0	10	28	16	44	10	28	633	22	0	34	40	26	635	11	11	37	29	23	641
B. two or three days a week	45	2	4	22	48	15	33	7	15	642	46	3	44	33	20	639	32	11	44	30	15	643
C. two or three times each month	15	0	0	6	40	5	33	4	27	634	23	6	40	32	23	637	32	11	45	30	15	643
D. never or almost never	6	2	33	1	17	1	17	2	33	645	10	14	32	36	18	641	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	2	20	2	20	6	60	626	11	0	38	29	33	633	7	6	29	33	32	635
B. 30–45 minutes	41	2	5	11	27	16	39	12	29	634	44	5	32	41	22	637	37	8	39	34	20	640
C. 45–60 minutes	45	2	4	23	51	18	40	2	4	644	42	4	47	33	16	640	42	13	47	28	12	645
D. more than 60 minutes	4	0	0	2	50	1	25	1	25	643	4	0	44	22	33	637	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										33	0	67	33	0	644						
B.	100	0	0	0	0	0	0	1	100	618	56	0	20	40	40	627						
C.	0										11	0	0	0	100	608						
D.	0										0											